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ABSTRACT

Based on the view that young children will benefit from having art experiences as an integrated part of the curriculum and based on a 3-year study conducted with 5 early childhood teachers, this book presents information on the theory, research, and practice of art in early childhood education. Chapter 1 begins with a description of the theoretical underpinnings, including a discussion of Vygotsky's theory of language and social interaction, then considers historical and current conceptions about integrating visual art into the early childhood curriculum. Chapter 2 presents aspects of the young child's classroom environment that teachers can use to promote this integration. Chapter 3 focuses on art media, tools, the introduction of learning areas, and technology, emphasizing that visual art materials should be readily available and that technology is a valuable tool for fostering artistic expression. Chapter 4 describes how teachers can guide children as they explore and create with art media. Chapter 5 shows teachers how language can be used effectively to build children's conceptual knowledge and guide them in their art making. Chapter 6 focuses on introducing young children to artists, as they learn to see themselves as artists. Chapter 7 provides early childhood teachers with ideas to involve parents and to collaborate with art specialists in planning art experiences for their students. Chapter 8 presents reflections from the teachers and administrators involved in creating this book. The book's two appendices provide additional information about children's art development and the language of art. (Contains 69 references.) (KB)

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